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| **School:** |
| **Meeting Date:** |
| **Team Members:** |
| **Student Group/Area of Concern:** |

**Step 1 – Problem Identification: What is the Problem?**

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| **Expected Level of Performance**:  Students will      , as measured by      .  **Current Level of Performance**:       % of students met or exceeded expected level of performance       % of students did not meet or exceed expected level of performance  **Appropriate Tier of Problem Solving**:  Less than approximately 80% of students are meeting or exceeding expected levels of performance, continue problem solving to develop Tier 1 instructional/intervention plan.  Approximately 80% or more of students are meeting or exceeding expected levels of performance, consider Tier 2 problem solving for students not meeting expectations. |

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| **Notes:** |

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| **Goal (SMART):** By      ,      % of students will      , as measured by      . |

**Step 2 – Problem Analysis: Why is the problem occurring?**

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| **Hypothesis #1:**  **Domain:** Instruction  Curriculum  Environment  Learner  **Hypothesis:** |
| **Prediction Statement:** |
| **Assessment Method(s):** Review  Interview  Observe  Test |
| **Specific Data to be Collected:** |
| **Validated:**  Yes  No |

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| **Hypothesis #2:**  **Domain:**  Instruction  Curriculum  Environment  Learner  **Hypothesis:** |
| **Prediction Statement:** |
| **Assessment Method(s):** Review  Interview  Observe  Test |
| **Specific Data to be Collected:** |
| **Validated:**  Yes  No |

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| **Hypothesis #3:**  **Domain:** Instruction  Curriculum  Environment  Learner  **Hypothesis:** |
| **Prediction Statement:** |
| **Assessment Method(s):**  Review  Interview  Observe  Test |
| **Specific Data to be Collected:** |
| **Validated:**  Yes  No |

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| **Hypothesis #4:**  **Domain:**  Instruction  Curriculum  Environment  Learner  **Hypothesis:** |
| **Prediction Statement:** |
| **Assessment Method(s):**  Review  Interview  Observe  Test |
| **Specific Data to be Collected:** |
| **Validated:**  Yes  No |

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| **Notes:** |

**Step 3 – Intervention Design: What are we going to do about it?**

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| **Intervention plan developed for:**       **Content area/focus of improvement:** | | | |
| **Validated hypothesis:** | | | |
| **Intervention Plan** | **Support Plan** | **Fidelity Documentation** | **Progress Monitoring Plan** |
| **Who is responsible?**    **What will be done?**    **When will it occur?**    **Where will it occur?** | **Who is responsible?**    **What will be done?**    **When will it occur?**    **Where will it occur?** | **Who is responsible?**    **What will be done?**    **When will it occur?**    **How will data be shared?** | **Who is responsible?**    **What data will be collected and when?**    **When will team reconvene to evaluate progress?**    **How will we decide if the plan is effective?**    **Decision rules:**  Positive RtI =  Questionable RtI =  Poor RtI = |
| **Notes:** | | | |

**Step 4 – Response to Instruction/Intervention: Is it working?**

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| **Review Date:** |
| **Team Members:** |

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| **Progress Monitoring Data:**       % of students met or exceeded expected level of performance       % of students did not meet or exceed expected level of performance  **Data-based decision making based on pre-determined decision rules:**  POSITIVE  Goal is *not* met:  Continue plan as designed *or*  Increase intensity of current plan (document all changes or adjustments)  Goal *is* met:  Fade intervention and monitor *or*  Identify new goal, modify plan (document all changes or adjustments)  QUESTIONABLE  Fidelity concerns:  Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)  No fidelity concerns:  Increase intensity of current plan and monitor if improvement doesn’t occur, return to earlier steps of problem solving (document all changes or adjustments)  POOR  Fidelity concerns:  Address fidelity, continue plan as designed and monitor (document adjustments to address fidelity)  No fidelity concerns:  Return to earlier steps of problem solving to consider replacing the intervention (still addressing validated hypothesis), revisiting other viable hypotheses, or reassessing problem identification (document all changes or adjustments) |
| **Changes or adjustments to the plan:** |

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| **Notes:** |